

Risk Watch[®]



4

FOURTH GRADE SUPPLEMENTAL LESSONS

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RISK WATCH[®] AREA: MOTOR VEHICLE/BUS SAFETY

Objective:

Students will write a letter to a classmate explaining the safety rules to follow on the bus and why they need to be obeyed.

Materials:

Risk Watch[®] Curriculum

Procedure:

1. The teacher will present the Risk Watch[®] Curriculum on Motor Vehicle Safety.
2. The class will brainstorm and list on the white board the rules that need to be followed on the bus (i.e. getting on and off the bus in an orderly way; talking quietly; keeping head, arms and hands inside of the bus; not throwing anything out of the window; staying in your seat, etc.).
3. Students will be asked to write a friendly letter to a classmate explaining why it is important to follow the bus safety rules. Students will be required to include at least four rules in their letter. If students are not familiar with the friendly letter format it is important to introduce it at this point.
4. After the letters are completed students will deliver their letter to a classmate.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).
- 3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.
- 3.C.2A WRITE FOR A VARIETY OF PURPOSES AND FOR SPECIFIED AUDIENCES IN A VARIETY OF FORMS INCLUDING NARRATIVE (E.G., FICTION, AUTOBIOGRAPHY), EXPOSITORY (E.G., REPORTS, ESSAYS) AND PERSUASIVE WRITINGS (E.G., EDITORIALS, ADVERTISEMENTS).

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND THE PRINCIPLES OF HEALTH PROMOTION AND TREATMENTS OF ILLNESS & INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN SCREEN).



RISK WATCH[®] AREA: FIRE AND BURN PREVENTION

Objective:

Students will write a how-to paragraph on how to escape from their home during a fire.

Materials:

Risk Watch[®] Curriculum
Worksheet on page 4

Procedure:

1. Review the Risk Watch[®] Fire and Burn Curriculum with the class. Discuss the steps necessary for an effective home fire escape plan.
2. Have students write a how-to paragraph explaining the proper way to escape from a house fire. Students will be given the steps for a home escape plan out of order and will need to put them in the correct order.
3. Provide the students with the Home Escape worksheet.
4. Students will write a paragraph on how to escape from a fire. Explain to students that they cannot just rewrite these steps; they will need to place them in the correct order and elaborate.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).
- 3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.2B ASK AND RESPOND TO QUESTIONS RELATED TO ORAL PRESENTATIONS AND MESSAGES IN SMALL AND LARGE GROUP SETTINGS.
- 4.A.2C RESTATE AND CARRY OUT A VARIETY OF ORAL INSTRUCTIONS.

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

- 5.A.2A FORMULATE QUESTIONS AND CONSTRUCT A BASIC RESEARCH PLAN.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.A.2B DEMONSTRATE POSITIVE VERBAL AND NONVERBAL COMMUNICATION SKILLS (E.G., POLITE CONVERSATION, ATTENTIVE LISTENING, BODY LANGUAGE).
- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



Imagine that you are sleeping in your bed one night and suddenly you hear your smoke detector beeping. Write a paragraph describing how to escape from your house during a fire on your own paper. Listed below are the necessary steps you'll need to include in your paragraph. However, they are out of order. Please put each of the steps in the correct order when you write your how-to paragraph.

once you are out, stay out

open the window

call 9-1-1

go to your meeting place

the door feels hot

roll out of bed

wait for all family members to meet at the meeting place

crawl low to the bedroom door

crawl over to the window

tell the 9-1-1 operator your emergency and your home address

feel the closed bedroom door with the back of your hand

go to a neighbor's house



RISK WATCH[®] AREA: CHOKING, SUFFOCATION, STRANGULATION

Objective:

Students will demonstrate the steps of the Heimlich Maneuver and write a paragraph explaining the steps necessary in performing this technique.

Materials:

Risk Watch[®] Curriculum

Heimlich Maneuver transparency

Procedure:

1. The teacher will present the information from the Risk Watch[®] Curriculum on Choking, Suffocation and Strangulation.
2. Explain to the students that the Heimlich Maneuver is the best-known method for removing an object from the airway of a person who is choking. You can use it on yourself or someone else.
3. Discuss the following from the Heimlich Maneuver transparency.
 - A. Ask the person, "Are you choking?" If the person can cough or speak, watch them closely to ensure the object is expelled (explain what the word expel means). Call 9-1-1 immediately if the person is still having trouble breathing. If they cannot cough or speak, start the Heimlich Maneuver.
 - B. To begin the Heimlich Maneuver stand behind the person and wrap your arms around his or her waist (if the person who is choking is much smaller than you, get down on your knees). Bend the person slightly forward.
 - C. Make a fist with one hand and place it slightly above the person's navel.
 - D. Grasp your fist with the other hand and press hard into the abdomen with a quick, upward thrust. Repeat this procedure until the object is expelled from the throat (airway).
4. Demonstrate the Heimlich Maneuver on a student in front of the class. Be sure to explain to the students all of the steps you are doing. When you feel the students are ready, have them perform the Heimlich on a partner. Stress to the students that they are to go through the steps, but don't actually need to thrust (we don't want anyone to get hurt). Remind them that the Heimlich Maneuver is only to be performed on someone who is choking.
5. After students have practiced, they will write a sequential paragraph explaining the steps of the Heimlich Maneuver.
6. Encourage students to use words other than first, second, or third in their sequential paragraph.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2C EXPAND IDEAS BY USING MODIFIERS, SUBORDINATION AND STANDARD PARAGRAPH ORGANIZATION.

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.2A DEMONSTRATE UNDERSTANDING OF THE LISTENING PROCESS (E.G., SENDER, RECEIVER, MESSAGE) BY SUMMARIZING AND PARAPHRASING SPOKEN MESSAGES ORALLY AND IN WRITING IN FORMAL AND INFORMAL SITUATIONS.
- 4.A.2B ASK AND RESPOND TO QUESTIONS RELATED TO ORAL PRESENTATIONS AND MESSAGES IN SMALL AND LARGE GROUP SETTINGS.
- 4.A.2C RESTATE AND CARRY OUT A VARIETY OF ORAL INSTRUCTIONS.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 21: DEVELOP TEAM BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.

- 21.B.2 WORK COOPERATIVELY WITH A PARTNER OR SMALL GROUP TO REACH A SHARED GOAL DURING PHYSICAL ACTIVITY.
- 22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN SCREEN).
- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



HEIMLICH MANEUVER

Ask the person, “Are you choking?”

If they're choking, call 9-1-1 immediately.

Stand behind the person and wrap your arms around his/her waist.

Bend the person slightly forward.

Make a fist with one hand and place it above the person's navel.

Grasp your fist with the other hand and press hard into the abdomen with a quick upward thrust.

Repeat this procedure until the airway is clear.



RISK WATCH[®] AREA: POISONING PREVENTION

Objective:

Students will demonstrate the ability to match poisons with the related use for that poison. Students will write a paragraph about why it is important to label and store poisons correctly.

Materials:

Risk Watch[®] Curriculum

List of 20 poisons and their uses, cut out and place in two different envelopes

Procedure:

1. Discuss the Risk Watch[®] Poisoning Prevention lesson.
2. Discuss different poisons students might be familiar with and their uses. Examples:
 - Clorox bleach/ cleaning clothes
 - Antifreeze/ keep cars from overheating
 - Weed killer/ killing weeds
 - Pesticides/ keeping bugs away
3. Divide students into 4 groups.
4. Give each group 2 envelopes; 1 with the poison names and 1 with the poison uses.
5. Challenge each group to match their cards up correctly.
6. After students have completed the matching activity they will write a paragraph stating why it is important to label and store poisons correctly.

ILLINOIS STATE STANDARDS: ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.
- 3.B.2C EXPAND IDEAS BY USING MODIFIERS, SUBORDINATION AND STANDARD PARAGRAPH ORGANIZATION.

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.2A DEMONSTRATE UNDERSTANDING OF THE LISTENING PROCESS (E.G., SENDER, RECEIVER, MESSAGE) BY SUMMARIZING AND PARAPHRASING SPOKEN MESSAGES ORALLY AND IN WRITING IN FORMAL AND INFORMAL SITUATIONS.
- 4.A.2B ASK AND RESPOND TO QUESTIONS RELATED TO ORAL PRESENTATIONS AND MESSAGES IN SMALL AND LARGE GROUP SETTINGS.
- 4.A.2C RESTATE AND CARRY OUT A VARIETY OF ORAL INSTRUCTIONS.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY

- 22.A.2B DEMONSTRATE STRATEGIES FOR THE PREVENTION AND REDUCTION OF COMMUNICABLE AND NON-COMMUNICABLE DISEASE (E.G., PRACTICING CLEANLINESS, MAKING HEALTHY FOOD CHOICES, UNDERSTANDING THE IMPORTANCE OF IMMUNIZATIONS AND REGULAR HEALTH SCREENINGS).
- 22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN SCREEN).



Poisons	Uses
Bleach	Cleaning clothes and removing stains
Toilet bowl cleaner	Cleaning toilets
Windex	Cleaning windows
Dish soap	Washing dirty dishes
Paint thinner	Remove paint
Spray paint	Painting
Motor oil	Engine repair
Jewelry cleaner	Cleaning rings, earrings, and bracelets
Gasoline	Makes engine run
Oven cleaner	Cleans dirty ovens
Rubbing alcohol	Cleaning germs
Antifreeze	Keeps engines cool/hot
Nail polish remover	Removing nail polish
Lighter fluid	Lighting barbeques
Super glue	Fix broken objects
Batteries	Makes motorized toys work
Insect poison	Killing bugs
Chlorine	Cleans pools
Round-up	Killing weeds
Drain-O	Cleans drains



RISK WATCH[®] AREA: FALLS PREVENTION

Objective:

Students will edit safety sentences.

Materials:

Risk Watch[®] Curriculum

Editing worksheet copied for each student

Procedure:

1. Review the safety message from the Falls lesson from the Risk Watch[®] Curriculum
2. Review editing techniques including checking for:
 - Capitalization of proper nouns and the first word of each sentence
 - Commas in a series
 - Periods, question marks, and exclamation points
 - Proper grammar
 - Spelling
 - Quotation marks
 - The use of periods in a title such as Dr. or Mrs.
3. Students will rewrite each sentence using correct spelling, punctuation, capitalization, and grammar skills.
4. After students have edited the sentences, the teacher will review and discuss each safety sentence.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.A.2A READ AND COMPREHEND UNFAMILIAR WORDS USING ROOT WORDS, SYNONYMS, ANTONYMS, WORD ORIGINS AND DERIVATIONS.
- 1.A.2B CLARIFY WORD MEANING USING CONTEXT CLUES AND A VARIETY OF RESOURCES INCLUDING GLOSSARIES, DICTIONARIES AND THESAURUSES.

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2D EDIT DOCUMENTS FOR CLARITY, SUBJECTIVITY, PRONOUN-ANTECEDENT AGREEMENT, ADVERB AND ADJECTIVE AGREEMENT AND VERB TENSE; PROOFREAD FOR SPELLING, CAPITALIZATION AND PUNCTUATION; AND ENSURE THAT DOCUMENTS ARE FORMATTED IN FINAL FORM FOR SUBMISSION AND/OR PUBLICATION.
- 3.C.2A WRITE FOR A VARIETY OF PURPOSES AND FOR SPECIFIED AUDIENCES IN A VARIETY OF FORMS INCLUDING NARRATIVE (E.G., FICTION, AUTOBIOGRAPHY), EXPOSITORY (E.G., REPORTS, ESSAYS) AND PERSUASIVE WRITINGS (E.G., EDITORIALS, ADVERTISEMENTS).
- 3.C.2B PRODUCE AND FORMAT COMPOSITIONS FOR SPECIFIED AUDIENCES USING AVAILABLE TECHNOLOGY

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTANDING THE PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



Risk Watch[®]: Falls Prevention

Name _____

DIRECTIONS: Rewrite each sentence correctly. Look for errors in spelling, punctuation, capitalization and grammar.

1. dont never leave babys alone on beds tables or sofas

2. keep stairs cleer of toys and other items that could cause some one to trip.

3. Mrs smith always cleans up spills immediately to avoid sliping

4. do you make you'r stairs safer by keeping them well lit.

5. me and lisa take turns playing on the playground equipment?

6. my mother is always tieing my brothers shoelaces.

7. Slidding on your feet knees stomach or sliding headfirst is very dangerous.

8. Mr Jones was upset because a student was standding up on the slide

9. the teacher yelled "dont run or play games near the playground equipment "

10. dirt grass and sand are not safe playground surfaces for children!

11. Jacks mother didn't let him wear a jacket with drawstrings around the neck, because they could catch on playground equipment

12. Michelle kelly and jean were told by their father not to wear sandals to the playground

13. Be very careful around swings and watch where youre going, said Frank's mom.

14. The teacher told the class to wait there turn when waiting on line at the slide?

15. can pushing and shoving leed to some one getting seriously injured.



RISK WATCH[®] AREA: FIREARMS INJURY PREVENTION

Objective:

Students will read and interpret mathematical tables on firearm deaths and answer questions relating to it.

Materials:

Risk Watch[®] Firearms Worksheet copied for each student (Arizona)

Risk Watch[®] Firearms Table for teacher to use as an overhead (California)

Procedure:

1. Begin the lesson by discussing the information in the Risk Watch[®] Curriculum related to Firearms Safety with the class.
2. Ask students to define the word firearm. Make sure students understand that a firearm and a gun are the same. Stress the facts from the Risk Watch[®] Curriculum on firearm safety. For example, if you see a gun or bullets go and tell an adult, stay away from guns, guns should be locked up and hidden from children, etc.
3. After the class discussion about firearm safety introduce the chart to the students (this could be the students first introduction to tables so it might be easier if you use the worksheet as an overhead). Point out that the information on the table is factual. Explain how to read the table with students. Let them know they will have an assignment similar to this to complete on their own so it is important they understand how to get information from the table.
4. Use the California Firearms Table for practice with the students. After you have explained what the information says on the table ask students questions pertaining to it. Here are examples of some questions to ask:
 1. How many children died in 1999 due to firearms?
 2. How many 5-9 year olds died in all 3 years?
 3. What are the three years used in this table?
 4. How many 0-4 year olds died in 1997?
 5. How many more 10-14 years olds died in 1997 than in 1998?
 6. Which age group had the highest number of deaths?
 7. What was the total number of deaths due to firearms all three years?
5. When you feel confident that the class understands how to read a graph pass out the worksheet for them to do on their own.

ANSWER KEY FOR WORKSHEET:

- | | |
|----------------|-------------------------------------|
| 1. Arizona | 8. 1995 had the most |
| 2. 10 children | 1999 had the least |
| 3. 25 deaths | 9. 15-19 year olds |
| 4. 1 more died | 10. Locking up the gun and bullets |
| 5. 3 died | Teaching children to not touch guns |
| 6. 4 died | or bullets |
| 7. 5 more died | 11. Tell an adult and stay away |

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE FOR A VARIETY OF PURPOSES.

3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.

3.B.2b ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE

MATHEMATICS

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

6.B.2 SOLVE ONE- AND TWO-STEP PROBLEMS INVOLVING WHOLE NUMBERS, FRACTIONS AND DECIMALS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.

6.C.2a SELECT AND PERFORM COMPUTATIONAL PROCEDURES TO SOLVE PROBLEMS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS.

6.C.2b SHOW EVIDENCE THAT COMPUTATIONAL RESULTS USING WHOLE NUMBERS, FRACTIONS AND DECIMALS ARE CORRECT AND/OR THAT ESTIMATES ARE REASONABLE.

STATE GOAL 10: COLLECT, ORGANIZE AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

10.A.2b USING A DATA SET, DETERMINE MEAN, MEDIAN, MODE AND RANGE, WITH AND WITHOUT THE USE OF TECHNOLOGY.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

24.A.2a IDENTIFY CAUSES AND CONSEQUENCES OF CONFLICT AMONG YOUTH.

24.A.2b DEMONSTRATE POSITIVE VERBAL AND NONVERBAL COMMUNICATION SKILLS (E.G., POLITE CONVERSATION, ATTENTIVE LISTENING, BODY LANGUAGE).

24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



California Firearm Deaths Ages 0 to 19 1997-1999

Ages	1999	1998	1997
0-4	0	0	1
5-9	0	1	0
10-14	1	4	6
15-19	7	8	19
Total	8	13	26



Name _____

Arizona Firearm Deaths Ages 0 to 19 1995-1999

Ages	1999	1998	1997	1996	1995
0-4	0	1	0	0	0
5-9	0	1	2	0	1
10-14	0	1	1	1	4
15-19	0	3	2	3	5
Subtotal	0	6	5	4	10

1. What state did this information come from? _____
2. How many children died in 1995? _____
3. What was the total number of deaths due to firearms all five years? _____
4. How many more 15-19 year olds died in 1998 than in 1997? _____
5. How many 5-9 year olds died in 1999, 1998, and 1997? _____
6. How many more children died in 1995 than in 1998? _____
7. How many 10-14 year olds died in 1999, 1997 and 1995? _____
8. Which year had the most deaths? Which had the least amount of deaths? _____
9. Which age group had the highest number of deaths each year? _____
10. How can parents prevent an injury/death by a firearm? _____
11. What should you do if you see a gun? _____



RISK WATCH[®] AREA: BIKE AND PEDESTRIAN SAFETY

Objectives:

Students will solve the math word problems using an advertisement.

Procedure:

1. Review bike safety tips from the Risk Watch[®] Bike and Pedestrian lesson. Emphasize that the whole family can benefit from following bike safety rules; they are not just for children.
2. Depending on the level of your students, have the class complete the math word problems independently, in pairs, or as a whole class. Review basic tips in solving word problems such as clue words to help you determine which procedure to use to solve the problem; “what is the difference between...” would mean you most likely need to subtract, etc.
3. After the math problems have been solved check them together and discuss.

ANSWER KEY FOR WORKSHEET:

1. \$ 70
2. \$ 30
3. \$240
4. \$ 4
5. \$ 60
6. \$ 2

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.

3.C.2A WRITE FOR A VARIETY OF PURPOSES AND FOR SPECIFIED AUDIENCES IN A VARIETY OF FORMS INCLUDING NARRATIVE (E.G., FICTION, AUTOBIOGRAPHY), EXPOSITORY (E.G., REPORTS, ESSAYS) AND PERSUASIVE WRITINGS (E.G., EDITORIALS, ADVERTISEMENTS).

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

5.C.2A CREATE A VARIETY OF PRINT AND NONPRINT DOCUMENTS TO COMMUNICATE ACQUIRED INFORMATION FOR SPECIFIC AUDIENCES AND PURPOSES.

5.C.2B PREPARE AND DELIVER ORAL PRESENTATIONS BASED ON INQUIRY OR RESEARCH.

MATHEMATICS

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

6.B.2 SOLVE ONE- AND TWO-STEP PROBLEMS INVOLVING WHOLE NUMBERS, FRACTIONS AND DECIMALS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.

6.C.2A SELECT AND PERFORM COMPUTATIONAL PROCEDURES TO SOLVE PROBLEMS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



Name _____

Directions: John's family is getting ready for a bike trip. Using the advertisement below, solve the following math word problems.



1. If John's dad buys a bike helmet for he and his wife, how much money will he need?

2. John gets a pair of knee pads and a pair of wrist guards. How much does this cost?

3. There are 6 people in John's family. His father buys a headlight for each of their bikes. How much does he spend?

4. If John's older sister buys a new medium helmet for herself and pays with a twenty-dollar bill, how much change will she receive?

5. John's mother buys 2 pairs of knee pads and 2 pairs of wrist guards. How much did she spend?

6. John buys a medium helmet but realizes it is too small when he gets home. How much more money will he need to exchange it for a large?



RISK WATCH[®] AREA: BIKE AND PEDESTRIAN SAFETY

Objectives:

Students will write a persuasive paragraph stating whether bicycle helmet use should be mandatory at their school.

Materials:

Risk Watch[®] Curriculum

Procedure:

1. Have students write their topic in the middle of a lined piece of paper, "Mandatory Bike Helmet Use".
2. Students should fold their paper the long way.
3. On the left side of the paper students should write the word agree along the top.
4. On the right side of the paper students should write the word against along the top.
5. Have students think about the consequences of wearing or not wearing a bike helmet.
6. Each student should then list the reasons why they feel bike helmet use should or shouldn't be mandatory at their school. Students are to choose a side and defend it in a persuasive paragraph.
7. Once their ideas are written out encourage students to compile these ideas into a persuasive paragraph.
8. Tell them they are trying to persuade someone else to agree with them. They are trying to change someone's opinion.
9. Students will read their persuasive paragraphs to the class when finished.



RISK WATCH[®] AREA: WATER SAFETY

Objective:

Students will create a double bar graph based on water safety questions.

Materials:

Risk Watch[®] Water Safety Curriculum
Rulers
Crayons, markers, colored pencils
Poster board
Construction paper
Water safety questions

Procedure:

1. The teacher will present the Risk Watch[®] Water Safety Curriculum to the class.
2. Divide the class into groups of three.
3. At recess have the groups ask the water safety questions on page 18 to at least 30 students.
4. The groups are to document the answers given by participating students (be sure that these students haven't been asked by another group).
5. After all the information has been gathered, students will put the responses into a double bar graph.
6. The double bar graph will reflect the answers to each question. For example, "Do you swim with an adult? " The double bar graph should reflect a yes or a no response.
7. After the students have put the correct information on the graph, students need to make them look visually appealing.
8. The class will discuss the results of their graphs. The teacher will lead the class discussion to focus on risky behavior vs. responsible behavior pertaining to water safety.
9. Post the graphs in a central location so other classes and staff members at the school can see the results of the poll.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 4: LISTENING AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

4.A.2A DEMONSTRATE UNDERSTANDING OF THE LISTENING PROCESS (E.G., SENDER, RECEIVER, MESSAGE) BY SUMMARIZING AND PARAPHRASING SPOKEN MESSAGES ORALLY AND IN WRITING IN FORMAL AND INFORMAL SITUATIONS.

4.A.2B ASK AND RESPOND TO QUESTIONS RELATED TO ORAL PRESENTATIONS AND MESSAGES IN SMALL AND LARGE GROUP SETTINGS.

4.A.2C RESTATE AND CARRY OUT A VARIETY OF ORAL INSTRUCTIONS.

MATHEMATICS

STATE GOAL 10: COLLECT, ORGANIZE AND ANALYZE DATA USING STATISTICAL METHODS" PREDICT RESULTS" AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

10.A.2A ORGANIZE AND DISPLAY DATA USING PICTURES, TALLIES, TABLES, CHARTS, BAR GRAPHS, LINE GRAPHS, LINE PLOTS AND STEM-AND-LEAF GRAPHS.

10.A.2B USING A DATA SET, DETERMINE MEAN, MEDIAN, MODE AND RANGE, WITH AND WITHOUT THE USE OF TECHNOLOGY.

10.B.2B COLLECT, ORGANIZE AND DISPLAY DATA USING TABLES, CHARTS, BAR GRAPHS, LINE GRAPHS, CIRCLE GRAPHS, LINE PLOTS AND STEM-AND-LEAF GRAPHS.

FINE ARTS

STATE GOAL 27: THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.

26.B.3d VISUAL ARTS: DEMONSTRATE KNOWLEDGE AND SKILLS TO CREATE 2- AND 3-DIMENSIONAL WORKS AND TIME ARTS (E.G., FILM, ANIMATION, VIDEO) THAT ARE REALISTIC, ABSTRACT, FUNCTIONAL AND DECORATIVE.



Here are some water safety questions your students can ask:

- Do you swim with an adult?
- Do you swim during a rainstorm?
- Do you eat candy or chew gum when you are swimming?
- Do you horse play with your friends in the water?
- Do you swim at night?
- Do you run around the pool?

Extension Activity:

Have each group design a poster that states one of the learned water safety rules. Place these posters around the graphs.



RISK WATCH[®] AREA: WATER SAFETY

Objective:

Students will create a visual poem using safety rules they have learned from the Risk Watch[®] Water Safety Curriculum.

Materials:

Visual poem worksheet
Risk Watch[®] Curriculum

Procedure:

1. The teacher will present the Risk Watch[®] Water Safety curriculum to the class.
2. After the material has been presented and students have a good understanding of the rules to follow around water, the class will list all the water safety rules on the board.
3. After the rules have been written on the board have students imagine themselves at a swimming pool.
4. Have students fill in the sentences on the worksheet provided to them.
5. Make sure students include water safety rules in each line of their poem. For example, I see parents watching their children swim in the pool.
6. After they have completed the worksheet, have students return to each line and delete the “I see, the “I hear, etc. For example, Parents are watching their children swim in the pool.
7. Students will now add adjectives and descriptive phrases to each line in the poem. For example, Smiling parents are watching their young children swim gracefully in the pool.
8. Make sure each line of the poem conveys a feeling or sense.
Provide an example for the class. Have students rewrite their completed poem on a lined sheet of paper.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).
- 3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.
- 3.C.2A WRITE FOR A VARIETY OF PURPOSES AND FOR SPECIFIED AUDIENCES IN A VARIETY OF FORMS INCLUDING NARRATIVE (E.G., FICTION, AUTOBIOGRAPHY), EXPOSITORY (E.G., REPORTS, ESSAYS) AND PERSUASIVE WRITINGS (E.G., EDITORIALS, ADVERTISEMENTS).
- 3.C.2B PRODUCE AND FORMAT COMPOSITIONS FOR SPECIFIED AUDIENCES USING AVAILABLE TECHNOLOGY.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).
- 22.B.2 DESCRIBE HOW INDIVIDUALS AND GROUPS INFLUENCE THE HEALTH OF INDIVIDUALS (E.G., PEER PRESSURE, MEDIA AND ADVERTISING).

STATE GOAL 24: PROMOTE AND ENHANCE WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



Visual Poem Worksheet

Name _____

I SEE

I HEAR

I SMELL

I FEEL

I KNOW



RISK WATCH[®] CULMINATING LESSON

Objective:

Students will solve a variety of word problems related to the area of unintentional injuries.

Procedure:

1. Upon completion of the Risk Watch[®] Curriculum review some of the main safety messages students learned throughout the year.
2. Depending on the level of your students the math word problems on page 22 may be completed independently, in pairs or as a class.

ANSWER KEY FOR WORKSHEET:

1. 11
2. 18
3. 7310, 7312
4. 6:15 PM
5. \$ 11.50
6. 14
7. Purple

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).

3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.

3.C.2A WRITE FOR A VARIETY OF PURPOSES AND FOR SPECIFIED AUDIENCES IN A VARIETY OF FORMS INCLUDING NARRATIVE (E.G., FICTION, AUTOBIOGRAPHY), EXPOSITORY (E.G., REPORTS, ESSAYS) AND PERSUASIVE WRITINGS (E.G., EDITORIALS, ADVERTISEMENTS).

3.C.2B PRODUCE AND FORMAT COMPOSITIONS FOR SPECIFIED AUDIENCES USING AVAILABLE TECHNOLOGY.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).

22.B.2 DESCRIBE HOW INDIVIDUALS AND GROUPS INFLUENCE THE HEALTH OF INDIVIDUALS (E.G., PEER PRESSURE, MEDIA AND ADVERTISING).

STATE GOAL 24: PROMOTE AND ENHANCE WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



Name _____

Directions: Review your Risk Watch[®] knowledge and solve the following math word problems.

1. 18 students are sitting quietly on the school bus facing forward with their feet on the floor. 7 students are up out of their seats talking to friends. How many more students are safe on the bus than are behaving in an unsafe manner?

2. Martin draws his home fire escape plan. He makes sure there are 2 exits out of every room. If he has 9 rooms, how many exits will there need to be?

3. Martin makes sure to include his address on his home fire escape plan. His street number is 7302. His next three neighbors to the east of his house have the addresses 7304, 7306, and 7308. If this pattern continues, what will the next 2 houses have as their street numbers?

4. Lacy has a bad cough. Her mother gives her 1 tablespoon of cough syrup at 2:15 PM. If the directions state that children should have 1 tablespoon of medicine every 4 hours, what time should her mother give her the next dose?

5. Jason is saving money for a new skate helmet. The helmet costs \$24.50 and he has saved \$13.00. How much more does he need to save in order to buy the helmet?

6. Tina's Girl Scout troop is going canoeing. There are 22 girls and 8 life jackets. How many girls will need to be waiting on the shore for them to canoe safely?

7. Five students at Lowell Elementary won new bike helmets at the Safety Fair. The students are able to choose the color of their bike helmet. There is one helmet in each of the following colors: red, silver, blue, black and purple. Billy's favorite color is blue. Janice has a red bike and wants a matching helmet. Alexis dislikes the color purple. Sam chooses the black bike helmet. What color helmet did Kristin choose?
